



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2026

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval): November 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 465	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Indigenous Worldviews and Pedagogies in Adult Education													
Course Short Title: Indigenous Pedagogies													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Adult Education												
Calendar Description: Explores Indigenous pedagogies relevant for adult education settings through reflective practice and experiential learning methods focused on Indigenous worldviews and ways of knowing/doing. Examines decolonization, Indigenization, and reconciliation through bridging pedagogies between Western and Indigenous education.													
Prerequisites (or NONE):	30 university-level credits including ADED 365 and one of the following: ADED 350, ADED 405, AH 204, ANTH 111, ENGL 170D, ENGL 228, ENGL 253/THEA 250, HIST 103, or any HALQ or IPK course numbered 100-level or higher												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25												
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar</td><td>20</td></tr><tr><td>Experiential (cultural/elder learning or participation)</td><td>10</td></tr><tr><td>Tutorials/workshops</td><td>15</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Total hours</td><td>45</td></tr></table>		Lecture/seminar	20	Experiential (cultural/elder learning or participation)	10	Tutorials/workshops	15					Total hours	45
Lecture/seminar	20												
Experiential (cultural/elder learning or participation)	10												
Tutorials/workshops	15												
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No													
Department approval	Date of meeting: March 20, 2025												
Faculty Council approval	Date of meeting: September 19, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: November 21, 2025												

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe Indigenous pedagogies in teaching and learning with adults.
2. Synthesize Indigenous worldviews and teachings within adult education.
3. Articulate Indigenous language and land-based education for adult education settings.
4. Demonstrate culturally appropriate use of Indigenous storytelling as pedagogy.
5. Use experiential learning and gift-based strengths in professional practice.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	60%	%	%
Holistic assessment:	40%	%	%

Details:

Holistic assessment will include self-assessment (20%) and reflection activities (4 x 5% each = 20%). Assignments will include report from site visit (10%), paper (20%), and presentation (30%).

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

For one assignment, students are required to visit a local physical site of their choice to learn about the local Indigenous pedagogy and reflect on the process. This visit is not an official UFV field trip.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources \(OER\)](#) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).*)

Type	Author or description	Title and publication/access details	Year
1. Book	Leddy, S., Miller, L.	Teaching Where You Are	2024
2. Book	Maracle, L.	Memory Serves: Oratories (Chapter 1)	2015
3. Book	Aquirre, K., Ormiston, T., Simcoe, J.	S'TENISTOLW: Moving Indigenous Education Forward: (Chapter) SKÁLs TFE TENEW TFE SKÁLTE (Our Language is the Voice of the Land): Land and Language-Based Learning and Teaching Nicholas XEMFOLTW Claxton and STOLØEL John Elliott Sr.	2022
4. Article	Barkaskas, P., Gladwin, D.	Pedagogical Talking Circles: Decolonizing Education through Relational Indigenous Frameworks	2021
5.			

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

N/A

Course Content and Topics**Module One**

Situating ourselves on the land with language
Decolonizing ourselves and teaching practices
Introduction to storytelling
Introduction to experiential learning practices and recognizing 'gifts'

Module Two

Worldviews and Two-Eyed Seeing
Indigenous epistemologies and pedagogies
Introducing assessment
Making time

Module Three

Connecting worldviews
Weaving knowledge systems
Relations and storywork pedagogies